

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

School Results

School: Harrison Lyseth Elem School

District: Portland Public Schools

Code: 1134-1351



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Grade Level Summary Report

School: Harrison Lyseth Elem School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1351

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				76	33	43	33	43	10	13	0	0	555	469	22	51	16	12	546	13,422	15	53	23	9	545
MATH				76	23	30	41	54	5	7	7	9	549	472	16	46	16	22	542	13,440	16	48	18	18	543
WRITING				76	14	18	46	61	14	18	2	3	547	468	9	41	36	14	539	13,395	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Reading Results

School: Harrison Lyseth Elem School
District: Portland Public Schools
State: Maine
Code: 1134-1351

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

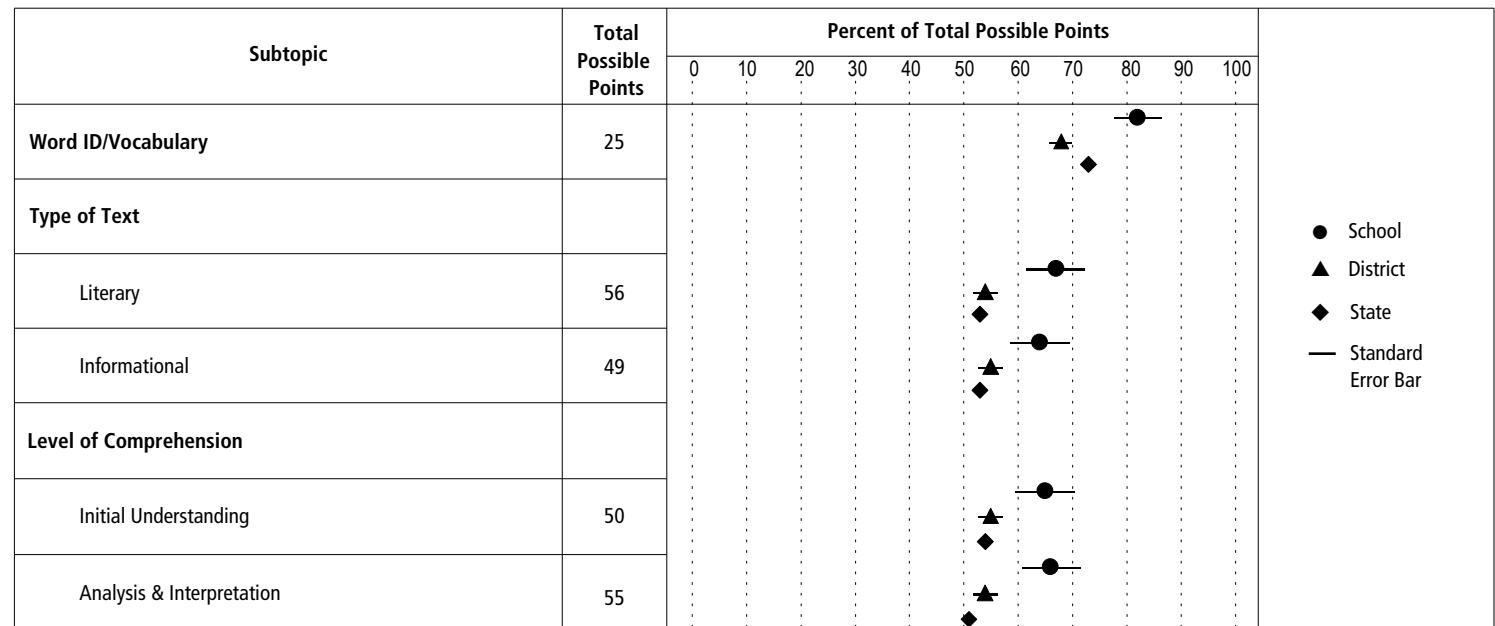
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				71	25	35	40	56	5	7	1	1	552
2010-11				81	31	38	36	44	10	12	4	5	551
2011-12				76	33	43	33	43	10	13	0	0	555
Cumulative Total				228	89	39	109	48	25	11	5	2	553
District													
2009-10				472	99	21	250	53	80	17	43	9	547
2010-11				463	82	18	218	47	93	20	70	15	544
2011-12				469	102	22	237	51	73	16	57	12	546
Cumulative Total				1,404	283	20	705	50	246	18	170	12	546
State													
2009-10				13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total				40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Reading Results

School: Harrison Lyseth Elem School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1351

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				76	33	43	33	43	10	13	0	0	555	469	22	51	16	12	546	13,422	15	53	23	9	545
Gender																									
Male				39	15	38	16	41	8	21	0	0	552	247	17	50	18	15	544	6,936	10	52	26	11	543
Female				37	18	49	17	46	2	5	0	0	558	222	27	51	13	9	549	6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										17	6	47	29	18	539	221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						117	6	40	38	15	539
Asian				2										40	10	68	15	8	544	239	21	55	15	9	547
Black or African American				6										104	7	38	29	26	538	387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										1						13	38	38	8	15	549
White				66	32	48	26	39	8	12	0	0	556	297	29	52	10	8	550	12,290	16	54	23	8	545
Two or more races				1										9						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				7										124	4	43	27	27	538	436	5	34	32	29	537
Former LEP student - monitoring year 1				0										5						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										2						15	60	33	7	0	557
All Other Students				69	33	48	28	41	8	12	0	0	556	338	27	54	12	7	549	12,950	16	54	23	8	545
IEP																									
Students with an IEP				4										63	2	37	30	32	537	2,123	1	25	39	35	534
All Other Students				72	32	44	32	44	8	11	0	0	555	406	25	53	13	9	548	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				13	3	23	8	62	2	15	0	0	550	232	8	48	23	21	541	6,165	8	48	29	14	541
All Other Students				63	30	48	25	40	8	13	0	0	556	237	35	53	8	3	552	7,257	22	57	17	4	548
Migrant																									
Migrant Students				0										0						7					
All Other Students				76	33	43	33	43	10	13	0	0	555	469	22	51	16	12	546	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				1										218	15	45	20	20	543	2,638	5	41	40	14	540
All Other Students				75	33	44	32	43	10	13	0	0	555	251	27	55	12	6	550	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				2										5						300	9	52	30	9	543
All Other Students				74	33	45	33	45	8	11	0	0	556	464	22	51	15	12	546	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Mathematics Results

School: Harrison Lyseth Elem School
District: Portland Public Schools
State: Maine
Code: 1134-1351

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

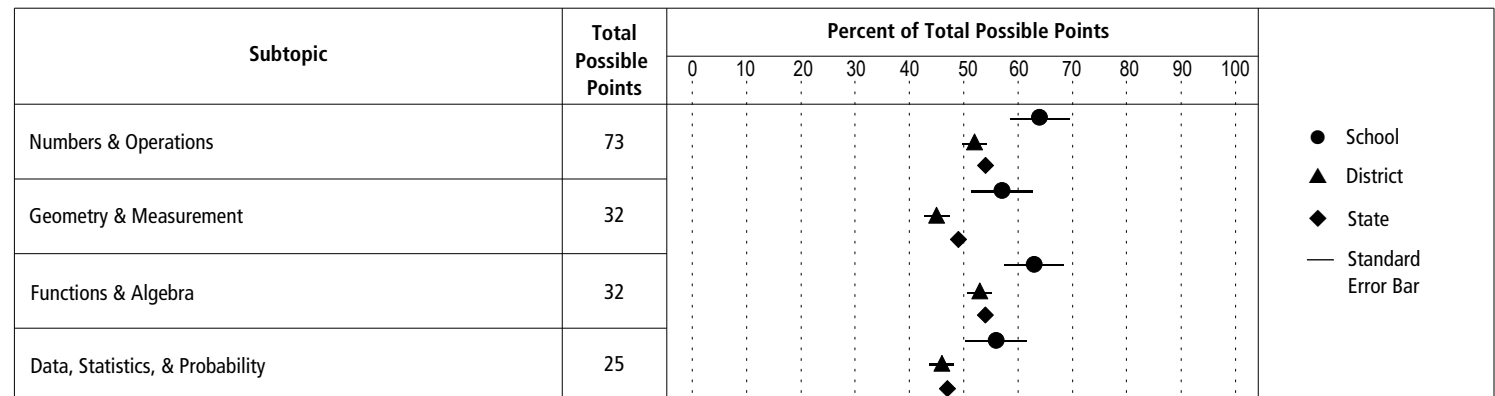
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				71	22	31	31	44	11	15	7	10	547
2010-11				84	12	14	42	50	16	19	14	17	543
2011-12				76	23	30	41	54	5	7	7	9	549
Cumulative Total				231	57	25	114	49	32	14	28	12	546
District													
2009-10				472	80	17	188	40	77	16	127	27	541
2010-11				480	50	10	193	40	95	20	142	30	539
2011-12				472	77	16	218	46	74	16	103	22	542
Cumulative Total				1,424	207	15	599	42	246	17	372	26	541
State													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total				40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Mathematics Results

School: Harrison Lyseth Elem School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1351

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				76	23	30	41	54	5	7	7	9	549	472	16	46	16	22	542	13,440	16	48	18	18	543
Gender																									
Male				39	12	31	24	62	0	0	3	8	550	249	16	46	17	21	542	6,949	17	47	18	18	543
Female				37	11	30	17	46	5	14	4	11	547	223	17	47	14	22	542	6,491	16	49	18	17	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										17	6	29	24	41	534	224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						119	7	47	24	23	540
Asian				2										40	5	60	18	18	542	242	23	48	14	15	546
Black or African American				6										107	1	28	22	49	532	392	4	31	21	44	534
Native Hawaiian or Pacific Islander				0										1						13	23	54	8	15	546
White				66	23	35	35	53	3	5	5	8	550	297	24	51	12	12	546	12,295	17	49	18	16	543
Two or more races				1										9						155	19	45	18	18	543
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				7										127	3	31	19	47	533	449	3	32	20	44	534
Former LEP student - monitoring year 1				0										5						21	43	48	5	5	553
Former LEP student - monitoring year 2				0										2						15	47	33	7	13	555
All Other Students				69	23	33	37	54	4	6	5	7	550	338	21	52	15	12	545	12,955	17	48	18	17	543
IEP																									
Students with an IEP				4										63	8	24	24	44	533	2,131	3	24	24	49	532
All Other Students				72	21	29	40	56	5	7	6	8	549	409	18	50	14	18	543	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				13	3	23	6	46	2	15	2	15	544	235	4	38	21	36	536	6,181	8	43	23	26	539
All Other Students				63	20	32	35	56	3	5	5	8	549	237	28	54	10	8	548	7,259	23	52	14	10	546
Migrant																									
Migrant Students				0										0						7					
All Other Students				76	23	30	41	54	5	7	7	9	549	472	16	46	16	22	542	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				1										221	8	38	20	34	537	2,644	3	36	30	32	537
All Other Students				75	23	31	41	55	5	7	6	8	549	251	24	54	12	11	546	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan				2										5						300	10	45	24	20	541
All Other Students				74	23	31	40	54	5	7	6	8	549	467	16	46	16	22	542	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Writing Results

School: Harrison Lyseth Elem School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1351

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

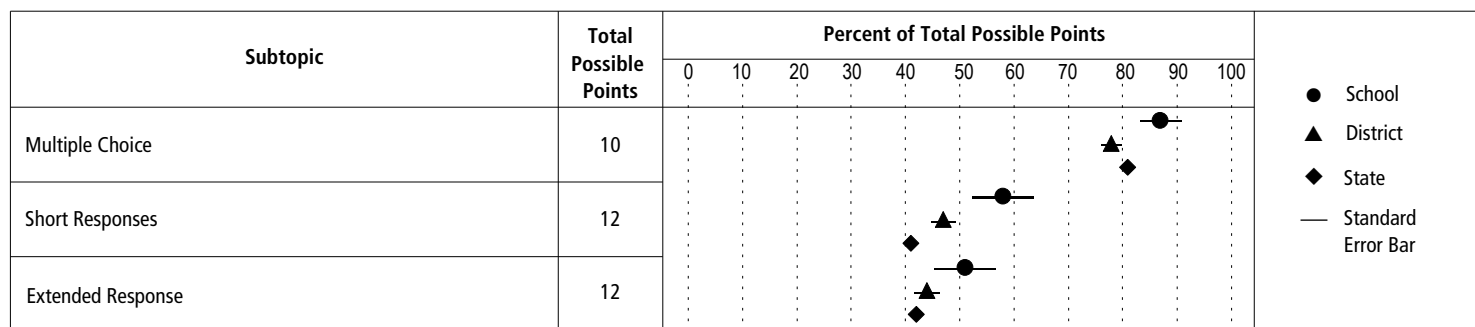
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11				81	20	25	38	47	19	23	4	5	547
2011-12				76	14	18	46	61	14	18	2	3	547
Cumulative Total				157	34	22	84	54	33	21	6	4	547
District													
2009-10													
2010-11				462	54	12	151	33	181	39	76	16	539
2011-12				468	41	9	190	41	170	36	67	14	539
Cumulative Total				930	95	10	341	37	351	38	143	15	539
State													
2009-10													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total				26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Writing Results

School: Harrison Lyseth Elem School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1351

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				76	14	18	46	61	14	18	2	3	547	468	9	41	36	14	539	13,395	6	35	45	14	538
Gender																									
Male				39	4	10	25	64	8	21	2	5	545	246	5	37	39	18	537	6,914	3	28	50	19	535
Female				37	10	27	21	57	6	16	0	0	550	222	13	44	33	10	542	6,481	9	42	41	9	541
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										17	0	29	47	24	533	219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										1						117	1	21	50	29	532
Asian				2										40	10	28	50	13	538	238	8	40	39	13	540
Black or African American				6										103	4	28	40	28	534	384	2	24	42	33	532
Native Hawaiian or Pacific Islander				0										1						13	15	62	8	15	545
White				66	13	20	41	62	11	17	1	2	548	297	11	47	33	10	542	12,269	6	35	46	14	538
Two or more races				1										9						155	5	34	42	19	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				7										124	6	28	37	28	534	434	4	24	42	30	533
Former LEP student - monitoring year 1				0										4						20	5	55	35	5	542
Former LEP student - monitoring year 2				0										2						15	20	53	27	0	546
All Other Students				69	14	20	40	58	13	19	2	3	547	338	9	44	37	9	541	12,926	6	35	45	14	538
IEP																									
Students with an IEP				4										63	0	14	41	44	528	2,111	<1	8	43	48	527
All Other Students				72	14	19	44	61	13	18	1	1	548	405	10	45	36	10	541	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				13	0	0	8	62	4	31	1	8	541	231	5	29	42	24	535	6,149	3	26	50	21	535
All Other Students				63	14	22	38	60	10	16	1	2	548	237	13	52	30	5	544	7,246	8	42	41	9	540
Migrant																									
Migrant Students				0										0						6					
All Other Students				76	14	18	46	61	14	18	2	3	547	468	9	41	36	14	539	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				1										217	7	32	38	22	536	2,633	2	20	55	23	534
All Other Students				75	14	19	46	61	13	17	2	3	547	251	10	48	35	8	542	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				2										5						299	2	24	57	17	535
All Other Students				74	14	19	45	61	13	18	2	3	547	463	9	41	36	14	539	13,096	6	35	45	14	538

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